Reading Toolkit: Grade 4 Objective 2.A.1.a

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 1. Develop comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts

Objective a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge

Assessment Limits:

Textbooks

Textbooks

Appropriate reference materials

Appropriate reference materials

Personal narratives

Personal narratives

Diaries and journals

Diaries and journals

Biographies

Biographies

Newspapers

Newspapers

Letters

Letters

Articles

Articles

Web sites and other online materials

Web sites and other online materials

Other appropriate content-specific texts

Other appropriate content-specific texts

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Lesson Seeds
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Activities

Through a concept attainment activity, students will review the differences between fiction and nonfiction text. The teacher will sort several books into a fiction group and into a nonfiction group. Following the teacher's modeling, students will be asked to sort remaining texts. When this activity is complete, teacher and students will discuss how the two groups were categorized. After the discussion, the teacher will focus student attention solely on nonfiction texts and with student help will list characteristics of some of the representative nonfiction texts. Next each student will work with a partner and read an assigned or a portion of an assigned nonfiction text. Each set of partners will list three pieces of information they have gathered from their reading.

Prior to this procedure, the teacher will create stations in the classroom. At each station, the teacher will place a particular type of informational text and a poster or newsprint sheet where student comments can be recorded. Students should be placed in pairs or in small groups. Each student pair or group should be supplied with a different colored marker. Using a carousel method each student group should visit each station where they will review the representative informational material. After their review each group should record a comment about the text's organization, features, or content and one comment about the possible use of the text. Once the rotation is complete, the teacher will gather the comment sheets and review the collective information with the entire class.

Prior to the activity the teacher will create mixed sets of notecards which display the names of a variety of primary and secondary sources of information. Each student, pair of students, or small group of students will be given a set of notecards. Through instruction the teacher will assist students in categorizing the cards into primary and secondary sources and discussing possible uses for each source. Next the teacher will randomly distribute a series of primary and secondary sources to each learning group. Using the information from instruction, students will determine the particular source through its characteristics. Once identifications are complete, each learning group will report out justifying their identification with the source's characteristics. Extension: This same type of activity may be conducted with an online source like SIRS. After the initial instruction, students could be given several types of primary and /or secondary sources to find online. First, they would locate the source, review it to check its characteristics, and then determine a use for its content.

The teacher should collect a variety of sources about a single topic. For example, one could begin with a biography about Benjamin Franklin, a selection from his autobiography, a journal entry that he wrote, a newspaper article which mentions Franklin, a letter penned by Franklin, a text book excerpt about him etc...On the board or overhead the teacher should identify the different types of sources students will be accessing. Place students in small groups and give each group a packet of the aforementioned materials. Students should identify the type of material, list the characteristics of the material that led them to this identification, and detail the type of information one receives from that type of source.

Title of Source	Type of Source	Characteristics	Information Type

Before this activity is conducted, the teacher will organize two identical sets of primary and secondary source materials. Next the teacher will divide the class into two teams for a game of Line of Approval and assign one student as scorekeeper and one student as document keeper. The document keeper spreads both identical sets of sources on a flat surface and then turns his/her back to the documents. Next, the teacher will place a single document (they may be different) in a folder for each group and announce that the team is to decide whether the enclosed document is a primary source. For each round the teacher selects the source type. At a signal from the teacher the document keeper passes the document folder to the first person on each team. Without speaking the first person on each team reviews the document and nods approval or shakes his/her head in disapproval to the document type stated by the teacher. During this process no one may speak until all members of the team have reviewed the document and indicated their choice. Finally the last person returns the document folder to the teacher and states the type of document. The team who first correctly makes identification is awarded those game points. A brief discussion about the features of these documents should conclude each round.

Clarification

Reading Grade 4 Indicator 2.A.1

In order to demonstrate proficiency of the skills in this indicator, a reader should be able to develop, apply, and refine comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts. It is essential that a reader have the prerequisite knowledge of the characteristics of informational text. To do so, a reader must have the ability to recognize factual information, determine the organizational structure, and interpret the text features of a non-fiction text.

When a reader accesses a variety of informational primary and secondary sources, he or she must focus on identifying information in those texts that contributes to their meaning. Knowing the functions of print features, graphic aids, informational aids, organizational aids, and online features assists a reader in selecting information and using it purposefully to construct meaning.

Primary Sources

• Personal Narratives	true stories
• Diaries/Journals	daily personal accounts/records
• Letters	written communications
• Research documents	factual investigations
• Historical documents	dated proof of facts
• Speeches	formal, public talk
• Interviews	formal questioning for information
• Commentary	explanation/interpretation
• Editorials	article expressing editor's/publisher's opinion

Secondary Sources

• Textbooks	books used for study of a subject
• References	dictionaries, encyclopedias, atlases
• Biographies	account of a person's life
• Newspapers	accounts of current information
• Articles	passage in a periodical
• Web sites/Online materials	information available electronically
• Trade books	booksellers' published materials
• Non-print materials	pictures, drawings, illustrations
• Content-specific texts	texts related to a content/subject
• Periodicals	information published at regular intervals

When a reader accesses functional, workplace, or other real-world documents, applying the knowledge of text features assists a reader in constructing meaning from those documents.

• Direction	instructions to complete a task
• Science investigations	organized inquiries
• Atlases	books of map

- Posters   large, displayed notice
- Flyers   handbill
- Forms   printed papers with blanks to be filled in
- Instructional manuals   handbooks to help readers understand something
- Menus   lists of available food items
- Pamphlets   booklet with information of current interest
- Rules   statements governing behavior
- Invitations   social requests for attendance
- Recipes   instructions for preparing food
- Applications   requests for employment
- Announcements   information made known
- Questionnaires   list of questions to sample opinions
- Surveys   formal inspections
- Schedules   list of when things will take place
- Job descriptions   outline of work requirements
- Technical manuals   handbooks to help readers understand a mechanical or industrial item
- Advertisements   announcements recommending products or services

When a reader selects informational texts based on personal interest, using knowledge of text features will help a reader understand the purpose of those texts and construct meaning from them.